U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13IL6

	Charter	**Title 1**	**Magnet**	**Choice**
School Type (Public Schools):	☐	☐	☐	☐

Name of Principal: Mr. Paul Kirk

Official School Name: Roslyn Road Elementary School

School Mailing Address:　　　224 Roslyn Road

　　　　　　　　　　　　　　Barrington, IL 60010-2827

County: Lake　　　　　　　State School Code Number*: 3404922002006

Telephone: (847) 381-4148　E-mail: pkirk@barrington220.org

Fax: (847) 304-3923　　　Web site/URL: http://www.barrington220.org/roslyn

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Tom Leonard　　Superintendent e-mail: tleonard@barrington220.org

District Name: Barrington Community Unit School District 220　District Phone: (847) 381-6300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Brian Battle

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

Non-Public Schools: If the information requested is not applicable, write N/A in the space.

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   8 Elementary schools (includes K-8)

    2 Middle/Junior high schools

    1 High schools

    0 K-12 schools

    11 Total schools in district

2. District per-pupil expenditure: 13817

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 10

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	44	85
1	39	63	102
2	27	29	56
3	36	30	66
4	49	26	75
5	44	34	78
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			462

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
5 %	Asian
2 %	Black or African American
5 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
85 %	White
3 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 5%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred *to* the school after October 1, 2011 until the end of the school year.	11
(2)	Number of students who transferred *from* the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2011	418
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 6%

Total number of ELL students in the school: 23

Number of non-English languages represented: 7

Specify non-English languages:

Spanish, Czech, Gujarati, Japanese, Romanian, Hindi and Polish

9. Percent of students eligible for free/reduced-priced meals: ___8%___

   Total number of students who qualify: ___41___

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: ___18%___

   Total number of students served: ___70___

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	13	Specific Learning Disability
1	Emotional Disturbance	28	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
4	Multiple Disabilities	17	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	20	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	7	8
Paraprofessionals	0	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	16	0
Total number	44	8

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: ___21:1___

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	95%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

    Graduating class size: _____

Enrolled in a 4-year college or university	%
Enrolled in a community college	%
Enrolled in vocational training	%
Found employment	%
Military service	%
Other	%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ⊙ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Roslyn Road School is one of eight, elementary schools set in the suburban-area of Barrington, Illinois. The school district's vision is *Inspiring All Learners to Achieve Excellence*. Roslyn Road has a parallel vision statement of *Dream, Strive, Realize* that captures the sentiment that students can accomplish any goal given effort and the right resources. The teaching staff of Roslyn Road believes that every student can be a successful learner given appropriate instruction. In so believing, the staff of Roslyn Road encourages every student to give their best effort, every day and be the best student – the best person – he or she is capable of being each and every day. The staff of Roslyn Road are dedicated to the principle of differentiated instruction and understand the importance of meeting each student at his or her level of learning readiness and moving them forward with greater rigor and challenge.

Roslyn Road is regarded by community members as a neighborhood school despite it covering a large geographic area and housing three district-wide programs (two cross-categorical, special education classrooms and two cohorts of Spanish-English dual language). The credit for this climate of community is attributed to the individual care afforded each child attending Roslyn Road, the detailed level in which the staff know students, and the culture of community facilitated by the parent-teacher organization through many co-curricular activities and partnership with our dedicated teaching staff. Together, these two groups create a balanced, outstanding elementary school experience for the students of Roslyn Road.

Roslyn Road has a strong belief that every student must complete fifth grade as a confident and independent reader. The school's benchmark objective is that all students should be proficient readers, reading at or above grade level by third grade. In this effort, there is a strong focus on early intervention for struggling readers beginning in kindergarten. Primary, classroom teachers along with our reading and learning specialists are charged with this essential academic mission. We believe that in providing our youngest learners with the requisite, foundational skills in literacy and infusing them with an early love and engagement for reading we provide them with an essential, life-long learning skill.

The students of Roslyn Road School are eager learners! They bring energy to the classrooms of our school each and every day. They not only give our school's mission purpose but create the thrust that propels us forward in our success and accomplishment. The student body has a positive energy and a thirst for learning that sometimes challenges our staff to keep pace. The students are challenged to give 100% effort, 100% of the time in being the best learners they can be. Our students are caring and compassionate for one another. They work together for success in the classroom, and support one another in their learning success. The students of Roslyn Road create the momentum that propels our school toward greater accomplishments.

The Roslyn Road staff functions as an instructional team through a commitment to collaboration, support for one another, and a belief in continuous improvement. These characteristics are important to Roslyn Road's success because teachers function as grade-level teams. Teachers do not just view the students in their classroom as their students, but all the students in their grade levels as their responsibility. It is not uncommon for teachers to share students between classrooms and to combine resources in best meeting the needs of all students. Classroom teachers strive to meet students at their level of learning readiness and move them forward toward greater challenge and rigor. This is accomplished through a tailoring of curriculum to meet various needs. As a result, we develop students who feel successful at school, and capable of taking on greater challenges.

Roslyn Road School is worthy of National Blue Ribbon status because of its consistent high levels of achievement within the state of Illinois and the Barrington area. Roslyn Road students consistently achieve at or above state achievement goals. In 2012, 98 percent of students met or exceeded standards in

reading and math on state assessments in grades 3 – 5 and 100% met or exceeded standards in science. In 2012, Roslyn Road was rated by the *Chicago Tribune* as the top performing Barrington school.

Beyond academic achievement, the staff and parents of Roslyn Road have partnered to create a learning environment where students practice care and respect for themselves, one another and their community. This is embedded in our curriculum and school culture. Students practice these skills through academic dialogue and social interaction at school. In addition, last school year, each classroom studied the characteristics of heroism and spotlighted a hero within the community that they invited and recognized at a culminating assembly. This year Roslyn Road students have focused on meaningful service to others. In the fall, students raised money to sponsor tuition for eight students in Africa to attend school for a year. In the spring, students have turned their attention locally designing class service projects that will make a positive contribution to their local community. Acts of service recently completed by classes include hours creating ready to eat meal packs, harvesting fresh produce for donation to the Chicago Food Pantry, and clearing a field for Barrington's local Citizens' for Conservation group.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The great majority of Roslyn Road's students are high-achieving. It is not uncommon for more than 95% of the student population to meet or exceed state expectations. Each year it is a goal of the school staff to have as many students as possible exceed the standards set by the state of Illinois. Meeting state expectations is acceptable, but exceeding state expectations is expected. This has been a major area of growth for Roslyn Road in that there has been a concerted effort by school staff to raise expectations and increase academic rigor through a developmentally appropriate approach. In reviewing our assessment data, we rely heavily on the Northwest Evaluation Association's (NWEA) *Measure of Academic Progress* (MAP) and Pearson's *AIMSweb* to provide us with normed data related to our students' performance. Typically, we are expecting our students to minimally achieve at or above the 50th percentile nationally. For any student falling below the 35th percentile in reading or math, we analyze assessment results to consider intervention services through additional, small group instructional time. Through this data analysis, teachers determine which students require intensive intervention and the focus of the intervention. In addition, teachers look at their global data and discuss how to further challenge student learning and how to most effectively facilitate growth in all students across a particular grade level.

B. Each year the students and staff of Roslyn Road are attempting to improve on the previous year's performance. A culture of academic excellence has been established in which students strive to give their very best effort in their learning and expect to be successful. In reflecting on our time together, this level of high expectations and performance had not always been present. Today, it is not only evident in our performance data but it is palpable in the synergy of learning present in our classrooms.

From a state proficiency lens, we analyze state test scores with a focus on the percentage of students exceeding state standards. Our first priority are individual student discussions related to any student that did not meet state expectations and why this occurred. Where appropriate, we look to provide intervention services to students and collaborate with parents to improve student performance as measured locally. Students that do not meet state standards or fall below the 35th percentile on local measures are our top priority in ensuring that all students have the requisite skills to succeed. Typically, the numbers of students that fall below this minimal requisite are less than five in any grade level. The building expectation is that all students will meet the state expectation, and that we are addressing any impediments to this goal and student success.

Our 2010-2011, fifth grade cohort is an excellent example of how assessment and data analysis has changed our instructional practices and beliefs for the better. Our 2011 data for fifth grade reflects a significant dip in reading and a minor decrease in math. This data reflects our first cohort of dual language, Spanish immersion. The incorporation of dual language brought a need to reflect on the instructional practices needed to make English language learners successful in the educational environment. It challenged the flexibility and responsiveness of our intervention services. Finally, it made our staff resolute in our commitment to early intervention, and the belief that reading ability is paramount to all other educational success. One of the greatest lessons learned from this data is that a single number does not tell the whole story. By fifth grade, many of our most academically at-risk students outperformed peers on state measures as a result of intervention and an unyielding focus on instruction. This success is attributed to the steadfast commitment of our teachers and students. However, it is important to recognize that without the analysis of data and the consequent discussions that took place we may not have been as effective as we were in meeting the challenge. In reviewing school data and reflecting on school attitudes after this experience, I believe that it strengthened instructional practices and resolve across the school.

As a result of heightened data analysis, we spend more time analyzing the academic and social-emotional needs of students. Today, it is standard practice to analyze the performance of individual students who are

struggling and try to meet their needs at school or home. For example, in instances where we have recognized that students do not have a print-rich environment at home, we take steps to send students home with books with communication that these books should stay at home. We have found that such efforts not only benefit the individual child but the entire family. These discussions did not take place before data analysis because efforts were rarely coordinated as they are now under a problem solving model.

2. Using Assessment Results:

Roslyn Road's staff believe that data and the appropriate analysis of data provides a snapshot of what students know, what they should know, and what can be done to meet students' needs. With ongoing and dynamic interpretation of data, our staff makes informed decisions that positively affect student outcomes.

The use of data has drawn more increased attention due to accountability requirements related to state and federal mandates. Our belief is that while accountability has increased due to various factors, everyone has an interest in and shared responsibility for high-quality education for all children. This partnership includes teachers, administrators, school board members, students, families, community members, and policy makers/legislators. As educational professionals we are guided by an ethic of continuous improvement and we seek out and use a variety of information to improve student outcomes.

Research is clear that the use of data to inform instructional decisions leads to improved performance. It is also obvious that no single assessment tells us as educators all that we need to know to make well-informed instructional decisions. Our practice and belief is to utilize multiple data sources including normed measurements, classroom assessments, teacher observations, and student reflection in concert with ongoing professional judgment in the process of data analysis and review. Our teachers use a balanced approach to student assessment in considering how best to differentiate curriculum to best meet students' needs.

Once data is collected it is used to guide collaborative decision-making about student performance, individual student strengths and needs, and specific interventions that are needed to ensure continual growth for all students. This collaborative problem-solving process involves educational professionals from the entire staff at Roslyn (principal, grade-level teachers, diagnosticians, resource teachers, psychologists, nurses, speech pathologists, occupational therapist, hearing itinerants, classroom assistants, etc.) We first look at the whole class to determine whether the core curriculum meets students' needs based on the triangulation of data. Once it is determined that the whole-class, core instruction is meeting the needs of the majority of learners, we then look at the individual child to address both academic and social/emotional needs. This tiered approach creates a complete analysis of all learners. It is the belief of our school that each child deserves all of our focused attention to assure he or she is provided with all the tools needed to maximize potential.

Once we have analyzed the data and determined interventions that are needed to better meet the needs of our students—individually, as a whole classroom and as a grade-level group, implementation begins. There are many scientifically research-based interventions used at Roslyn Road. Literacy interventions include Fountas & Pinnell's *Leveled Literacy Intervention*, multi-sensory approaches which include: Orton Gillingham based interventions, the *Wilson Reading System*, and the *SLANT System* for structured language training. We utilize small group instruction focused on comprehension, fluency, phonics, and phonemic awareness (Michael Heggerty materials, *Peer Assisted Learning Strategies (PALS)*, *Six-Minute Solutions*) small group pre-teaching and re-teaching, and computer-based programs. In mathematics we have intervention groups to enhance the development of important foundational mathematics concepts, including Kathy Richardson's *Developing Number Concepts*, *Mastering Math Fact*, and *Compass Learning*. We have universal and skill-based social skills groups to address both universal prevention goals and also to provide more intensive, targeted procedures for individual students who demonstrate skill or performance deficits. (*Strong Start*, *Skillstreaming*, and *Second Step*).

Roslyn is a community school that values open, honest, feedback from parents. We realize as a staff that parents know their children the best and by working as a team we can optimize individual student learning and growth. We embrace the student-parent-teacher partnership that leads to student success. Communication is consistent and on-going. We initiate communication with parents from the very beginning of the school year through PTO sponsored events, Open House, and early fall parent-teacher conferences. This is in addition to the daily communication our teachers engage in with parents through emails, websites, phone calls, and newsletters. We communicate with parents related to assessment results by sending these results home at each of three assessment periods, providing ongoing explanations of these results, and inviting parents to contact teachers with questions related to assessment results. In addition, we use assessment results, to set individualized learning goals with students and share these goals with parents.

Given careful and appropriate analysis of data, we as educators are capable of making more informed decisions that improve student outcomes. It is clear that parents are a very important part of this process and can provide important information and insight about their child. It is also vital that multiple data sources and professional judgment are included in the process of data analysis. Frequent and ongoing collaboration and communication are key to this process.

3. Sharing Lessons Learned:

At Roslyn Road School, teachers not only instruct students, we actively engage and share our knowledge with colleagues, our community and other educational professionals in various ways. We teach professional development courses to district staff to enhance the education of all of our school district's staff.

Our teachers are active members of professional organizations and present at conferences to share their expertise with others at local, state and national levels. Teachers have presented at the International Reading Association conference and Suburban Council of the International Reading Association. We are proud our faculty includes teachers who have authored instructional materials including the Heggerty Phonemic Awareness program written in Spanish, and have promoted teacher mentoring throughout the state as part of their doctoral dissertation work.

Within the district, our teachers act as mentors and open their classrooms to model instructional strategies and support the novice teacher. The district's comprehensive mentor program provides ongoing support to both novice teachers and teachers who are new to the district; enabling them to learn from experts in our building.

Teachers have incorporated technology into every classroom by learning and utilizing interactive whiteboard technology. Some teachers have become instructional leaders in the implementation of these technologies in the district. Some classrooms incorporate tablets and laptops into the scope and sequence of our school district's curriculum. Assistive technology classes train teachers to modify work and make accommodations for students with varying disabilities. Our teachers are sharing this knowledge throughout the district through summer courses and institute days.

In addition, we provide several opportunities for parents to attend interactive curriculum events throughout the year. This year teachers incorporated an informative math segment into Back to School Night to introduce the new math curriculum to parents. We have hosted literacy nights at the kindergarten and first grade levels. Parents were invited to learn about the literacy curriculum and grade level expectations. We have hosted an annual Family Reading Night to celebrate reading through the sharing of great books modeled by staff. Science Night has been an annual celebration capitalizing on the updated science curriculum. In addition our building is a model host school for the dual language, Spanish immersion program. Our dedication to our professional development has enabled our staff to cohesively promote an affective learning environment.

4. Engaging Families and Communities:

Roslyn Road is rooted in a supportive community which enables us to provide the optimal learning environment for our students. We encourage open communication and active involvement to ensure all students are successful both academically and socially. In doing so, Roslyn Road offers a myriad of opportunities to inspire a vibrant learning community.

A fundamental element of Roslyn's community is the connection between home and school. Classroom newsletters and websites are used to inform parents about the academic life of their child. These communication pieces keep parents abreast of the topics that the students are learning in the core curriculum along with events in which parents can participate both in and out of the school environment. Additionally, the principal generates a weekly newsletter that relates events happening at Roslyn Road and throughout the community.

Equally important to our success is the face to face interaction between staff and families. We begin our school year by inviting the families to participate in "Meet the Teacher" and "Back to School Night." These events build the foundation of a strong home and school relationship. We have two formal parent-teacher conferences per year as well as ongoing opportunities for parents to discuss their child's academic, social, and emotional progress. At the end of each school year, we celebrate students' success through student-led portfolio conferences. Families are invited to gather with students as they showcase their work and reflect on their year of personal growth.

Curriculum nights, where families are invited to explore and celebrate areas of the curriculum, are another effective way in which families and staff come together. These include "Science Night", "Reading Night" and "Literacy Night." As we adopted a new math curriculum this year, we invited parents to a parent workshop.

Roslyn Road's Parent Teacher Organization collaborates with staff and students to provide academic, social, and cultural events. These events include book fairs, ice cream socials, mini-courses, cultural assemblies, community service programs, and more. The PTO is an integral part of our school.

The Roslyn Road School community thrives on diversity, compassion, and meeting the social and emotional needs of all learners. It brings us great pride to be the host school of the district's Special Olympic Team, where every single person is accepted, empowered, and welcomed regardless of their ability or disability. Special Olympics represents one arena in which our students find success, joy, and camaraderie within our community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Roslyn Road School is in the process of transitioning from Illinois state standards to the national common core state standards (CCSS). Our literacy and mathematics curricula are presently aligned with the CCSS. Our science curriculum meets many of the standards of the CCSS but needs to be aligned with the scope and sequence of the CCSS. Social studies, fine arts, and physical education align with existing state standards. Roslyn Road emphasizes challenge and rigor for all students. This requires a differentiated approach to the curriculum that allows for individualized learning outcomes for students beyond the core scope and sequence of our curriculum.

- English/Language Arts: Our literacy curriculum emphasizes reading, writing, listening and speaking skills. We utilize a comprehension program from the Developmental Studies Center entitled Making Meaning. The program teaches comprehension strategies utilizing mentor text. Teachers differentiate the curriculum through guided reading groups and use of toolkits created by Stephanie Harvey and Lucy Calkins in deepening and extending learning opportunities for students. In the area of writing, we utilize a mentor text program from the Developmental Studies Center entitled Being a Writer to focus on styles of writing with students. We supplement and deepen this program with Lucy Calkins's Units of Study in Writing and implementation of a writer's workshop approach.

- Mathematics: In 2012, Roslyn Road has successfully implemented a non-traditional, Singapore math derivative entitled Math in Focus as its core math materials. The emphasis in mathematics within our curriculum is on problem solving and understanding mathematical concepts through the exploration of multiple strategies. The focus of our curriculum is on deepening students' math understanding through an approach that moves students from concrete to pictorial to abstract thinking and understanding related to mathematical concepts.

- Science: Roslyn Road follows a process inquiry-based science curriculum established by a steering committee of district teachers. The basic processes taught are observing, communicating, comparing, organizing, relating, measuring, predicting and inferring. Integrated processes taught include controlling variables, interpreting data, formulating hypothesis, defining operations, and experimenting. Each grade level explores a unit in the following areas: life science, earth science, space, and force and motion. Through the inquiry process, students explore the sciences by asking essential questions, conducting experiments, and using critical thinking skills to form hypothesis and conclusions.

- Visual and Performing Arts: Students are exposed to art and music through a curriculum delivered in first through fifth grades by a certified teacher in the domain. In fourth and fifth grades, students have the opportunity to participate in a district-wide orchestra and band program where instrumental lessons are delivered during the school day. The goal of the fine arts program is to deliver a curriculum that not only provides students with an appreciation and understanding of the arts, but scaffolds and supports instruction in a manner that gives students confidence in their own artistic ability.

- Social Studies: Students follow a curriculum aligned with the Illinois state standards. At the primary grades, the curriculum focuses on community, patriotism and multiculturalism. Third grade curriculum focuses on Chicago and Illinois history. In fourth and fifth grade, students begin to study a chronology of United States history from early exploration and colonialism to contemporary American history.

- Physical Education/Health/Nutrition: Students at Roslyn Road receive the daily equivalency of 25 minutes of physical education a day. At the primary level, this time is focused on motor development, movement and general fitness and nutrition habits. At the intermediate level, the focus moves to sports play and fitness monitoring. At all grade levels, students learn resiliency, empathy and positive social skills with direct instruction utilizing a program entitled Second Step.

- Technology: The use of technology is integrated into other curriculum areas as a tool for facilitating further understanding of content and the authentic creation of student generated content. Students have access to a laptop as an everyday tool of learning. In first grade, students have access to I-Pads as an interactive learning tool. Each classroom is equipped with an interactive whiteboard for digital learning. Through our media center, students have access to digital recordings of novels to facilitate reading comprehension.

- Dual Language Program: Roslyn Road houses both traditional and dual language classrooms in select grade levels. In these classrooms, native Spanish speakers and English speakers are emerged in the language, literature and culture of first Spanish and eventually English. The program follows a 90/10 language model beginning in kindergarten, and begins additive English literacy in the second half of second grade. Regardless of the language philosophy, we strive to maintain a parallel scope and sequence of curriculum between traditional and dual language classrooms. We strive to integrate our dual language cohorts into the daily routine, special events, and cultural fabric of our school.

2. Reading/English:

Roslyn Road School uses a comprehensive literacy curriculum that is aligned to Common Core State Standards, 21st Century Skills and PISA Standards. Through the reading workshop model, teachers intentionally guide instruction with a detailed continuum of literacy behaviors and understandings while nurturing a genuine love of reading. Developmentally appropriate instruction at each grade level thoughtfully scaffolds instruction to allow for the gradual release of skills and strategies to learners as independent readers.

This approach to reading instruction was chosen to enable students to become avid, active, skillful, and confident readers and communicators. Through purposeful literacy experiences using materials such as *Making Meaning*, Lucy Calkins's *Units of Study*, Stephanie Harvey's *Comprehension Tool Kit*, and the Fountas and Pinnell *Continuum of Literacy Learning*, and materials from the *Great Books Foundation* each grade-level team develops goals to meet readers at their skill level. Through a variety of assessment methods, including; MAP, AIMSweb, Fountas and Pinnell benchmarks, conference data, teacher observation, and anecdotal records, teacher teams intentionally develop a scope and sequence appropriate for each classroom. Ongoing formative assessment along with high expectations and increasing rigor challenge our growing readers to read and think critically.

Our staff strives to have every student reading at or above grade level. We believe that reading is an essential skill for all learning success. Students begin their reading journey with phonemic awareness and phonics skills that are explicitly taught to ensure that all students have the skills necessary to become independent and confident readers. This coincides with instruction of comprehension strategies, so students are thinking about authorial purpose and intent as well as why certain elements are present in different genre. This allows students to think beyond the text to gain deeper meaning and understanding. Students strive toward reading for a deeper understanding while using questioning and inferring strategies to validate their thinking with evidence from text. For students who struggle with reading, the staff actively collaborates to meet students' needs through a response to intervention model; utilizing all staff to deliver interventions necessary for the reading success of all students.

The love of reading, determination and an eagerness to achieve is vibrant and alive at Roslyn Road. Through small and whole group instruction, partner reading, and teacher-facilitated activities, enthusiasm

for reading can be seen and heard throughout our hallways. As the pages of knowledge turn, the emotion of a character and the excitement of a great story can be felt.

3. Mathematics:

Roslyn Road School's math scope and sequence aligns with the Barrington school district's math curriculum, as well as the national Common Core State Standards (CCSS). To fully achieve these objectives and align with the CCSS, Roslyn Road School has recently implemented a new math program, *Math in Focus*.

Our new curriculum provides for greater depth and rigor. *Math in Focus* addresses our school's mathematics vision and beliefs: students will become active, skillful and confident mathematicians through purposeful experiences within a comprehensive mathematics program. *Math in Focus* encourages students to build comprehension through a concrete-pictorial-abstract approach. Students learn multiple strategies for computation -- not just a single rote method for each operation. Students build foundational mathematical skills through the process of moving from concrete to pictorial to abstract. The goal is to help develop students who not only are capable of solving computation problems, but who truly understand computations and can apply this mathematical thinking and learning to new situations. This program has been embraced by all teachers and support staff within Roslyn.

Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics and develop depth of understanding. We believe that all students achieve mathematical efficiency through computational fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition. Since the adoption of *Math in Focus* we have seen a significant change in student's attitude. Students have become more engaged in their math lessons. As a group, they have an *I can solve anything* attitude. Students have demonstrated improved understanding of math concepts by applying learned strategies and problem solving to challenging and novel problems.

True mathematical understanding is achieved by focusing on real-world situations and by guiding students to persistence and independence. Since students learn in different ways, teachers use multiple strategies to teach the same concept. We strive to reach all students' needs so each individual student has the greatest potential to master the concepts. We also provide appropriate challenges for both our advanced and struggling learners such as intervention and enrichment groups.

Our classrooms are environments which promote the appreciation of mathematics and the love of learning through active collaboration with others. The achievement of Roslyn students in mathematics is supported by the cooperative efforts of family and school.

4. Additional Curriculum Area:

The fine and vocal art teachers of Roslyn Road School teach not only the artistically and musically inclined, but all students. The curriculum is designed to create a broad and encompassing exposure to ideas and concepts. Through this exposure students develop an appreciation for and understanding of the arts, as well as the confidence that they can be successful within the arts. This myriad of ideas is presented in multiple ways, allowing all students to gain an appreciation of both art and music. Though not all students will become professional artists or musicians, they will have learned that effort, the right tools and education will lead them to achieve within the arts. This broad knowledge base serves as a strong foundation that prepares them for middle school, high school, and real life application and appreciation of the arts.

In order to achieve an understanding and confidence in the arts, Roslyn Road students participate in experiences such as school wide art fairs, community art displays, small scale exhibitions, musical performances, choir, online art galleries and opportunities for extended art classes. This collection of

varied opportunities exposes children to being a practicing artist and musician while showing how art is connected to the world in which they live. A sense of pride and accomplishment is achieved through the sharing of work in a public setting and opportunities to perform for the public.

The arts curriculum is designed to support and scaffold student ability, and is premised on a gradual release model of teaching. This use of scaffold learning allows opportunities for students to make connections to other subject areas, and in addition, draws from many learning styles to help reach every learner. For example, the utilization of storybooks and literature draw on the talents of the strongly linguistic student. The tactile learner is reached through the use of manipulatives and interactive whiteboard activities, while movement and dance reach the kinesthetic learner. Auditory learners connect through ambient and purposeful music selections, while the visual learner achieves through the use of symbols, posters and drawings. By including a focus on history, aesthetics, art production and criticism students are given the correct vocabulary and historical context to become both educated producers and consumers of arts for the remainder of their lifetime. The subject matter selected is often based on group interest, and connections to classroom curriculum, which helps students take ownership for what they are learning.

5. Instructional Methods:

Instruction begins with the core curriculum and the grade-level scope and sequence as established by the curriculum steering committees of our school district. Much of this instruction begins whole class with students interacting as a group to navigate and study core skills and concepts. It is not unusual to walk into a classroom at Roslyn Road and observe students discussing concepts or ideas with the class or a classmate in an attempt to synthesize and apply knowledge. Teachers often employ a problem-solving approach to instruction asking students to use their knowledge and understanding within a novel situation.

At Roslyn Road School, we believe in meeting the needs of all learners by differentiating across all content areas. From whole-class instruction, small groups are developed to support learners at their instructional levels. These groups may often be based on ability but are also often times established by interest or group dynamics. At targeted points in the school year, grade-level teachers may work together to regroup classes to create extended opportunities for students that require a parallel curriculum or time for deeper, more intensive study. Driven by formative, informal and summative assessments, teachers at Roslyn Road discern the academic needs of students and use dynamic grouping methods to target the instructional readiness of individual students. Using a conferencing approach, teachers and students collaborate to set personal goals for each individual learner in order to support and enrich higher level thinking, appropriate challenge and rigor, and enhanced problem solving skills.

In the regular education classroom, differentiation is a fundamental component of each area in the core curriculum. In all grades, small group instruction is provided within the classroom setting to challenge each learner at their ability level. Technology is often used to support and enhance learning for students. Materials are utilized to meet the diverse needs of students. For example in mathematics, using the *Math in Focus* program instructors have access to six grade levels of materials to enhance, reinforce or re-teach math concepts through the online technology of the program. In reading, students are exposed to rigorous texts that address their independent and instructional reading abilities. These examples demonstrate a core, instructional belief within our school that the textbook is not the curriculum but that the goal of curriculum is to meet the learning needs of students through engaging and rigorous material. Teachers strive to create *right fit instruction* for each student at Roslyn Road.

6. Professional Development:

Roslyn Road strongly believes in providing professional development to its staff on all aspects of the curriculum as well as the developmental needs of students. Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting ways to increase professional knowledge and expertise. The district offers professional development classes during the summer months that many staff

members take advantage of in furthering their own personal growth. In addition, teachers utilize these summer months to work with colleagues to reflect and plan for the upcoming academic year. To enhance their knowledge, teachers are encouraged to attend as many classes and seminars as possible. Our teachers continuously seek out opportunities for professional training and bring back the knowledge they attain to share with the staff.

Each grade-level team meets weekly to collaborate and plan. In addition, there is a weekly staff meeting that targets the professional needs of the staff. Instructional specialists and administrators are often brought into these meetings for collaboration and instruction. We also hold book studies, often inviting the author to address the staff. Roslyn Road has vertical teams for collaboration and articulation. These teams are composed of various grade levels, including support staff. Teachers are encouraged to observe their colleagues during instructional time, and they take advantage of this opportunity. Teachers at Roslyn have been given reflective logs to use for tracking new knowledge in teaching as well as to record formal and informal activities.

Roslyn teachers are studying the Common Core State Standards. Teachers are continuously revising and elevating their instructional goals in challenging students' abilities and meeting students' needs. One of Roslyn Road's academic goals is the differentiation of instruction with a particular focus on math and language arts so the students' learning experiences meet readiness and ability. In addition, collaborative data meetings are held each trimester to analyze students' individual growth and opportunities for differentiation of instruction. In order to meet students' needs, Roslyn teachers are exploring a number of genres with their students and are deeply studying the literacy curriculum which aligns with the district's philosophy and goals. Our school district holds district-wide, grade level meetings and institute days to enhance this exploration and study. The teachers at Roslyn have conducted in-depth studies of the common core state standards in math and literacy, as well as other state's deconstructions of the CCSS.

7. School Leadership:

The leadership philosophy of Roslyn Road is built upon the empowerment of the entire learning community. All staff members are valued for their leadership qualities and contributions. Staff members are treated with fairness, dignity, and respect and this treatment is then extended to students and families. Communication is open and on-going and input is sought from all. Parents are viewed as shareholders in the educational process. Life long learning is encouraged and modeled. Critical feedback is welcomed and accepted as part of the learning process and achievements are recognized within the school and community. Ultimately this leadership philosophy is guided by the overall goal of student success.

The structure of Roslyn Road is predicated on a student-centered focus. Teachers use a team approach to grade level planning. The principal strives to facilitate strong teams among grade level teachers, support staff, and specialists. He instills a role of leadership in all staff by recognizing their expertise and encouraging everyone to model their strengths, instruct colleagues, and advocate for students. This has resulted in a strong collegiality amongst staff.

Success in student growth depends on the excellence of leadership in the many facets of our school, both in the building and broader district community. Following district guidelines for policies, programming, and curriculum, Roslyn Road staff utilize their unique strengths to deliver instruction through the guidance and encouragement of the principal. He fosters autonomy to facilitate learning success.

The Response to Intervention (RtI) site facilitator works with staff to meet periodically to review data and student performance to identify and meet the needs of all students. The RtI team develops plans for students who require additional support to meet their potential. The school has an RtI core team composed of grade-level representatives and specialists who provide procedures and guidance. The liaisons receive open feedback from all staff to provide open communication. The Student Services Team (SST) of school psychologist, speech and language pathologists, special education professionals, and the principal counsels classroom teachers and families to support individual achievement.

The district mentor program guides the professional development of new staff members to the district, and they are supported by grade-level colleagues in the implementation of curriculum. There is also an instructional coach available at the school that helps support effective instruction in the classroom and works to provide ongoing, job-embedded professional development for teachers.

Leadership in our school is distributed to best meet the needs of all students and promote successful educational outcomes for all.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	97	99	97	96	98
Exceeds	80	79	76	72	70
Number of students tested	74	68	67	85	61
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	8	4	1	2	
2. African American Students					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	2	2	1		
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	2	4	2	1	
4. Special Education Students					
Meets/Exceeds	93	93	90	88	90
Exceeds	80	73	70	53	30
Number of students tested	15	15	10	17	10
5. English Language Learner Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	2		1	3	1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	97	94	96	92	93
Exceeds	58	54	60	45	57
Number of students tested	73	68	67	85	61
Percent of total students tested	99	99	99	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	7	4	1	2	
2. African American Students					
Meets/Exceeds	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	2	2	1		
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	Masked	Masked	
Exceeds	Masked	Masked	Masked	Masked	
Number of students tested	2	4	2	1	
4. Special Education Students					
Meets/Exceeds	93	87	90	76	80
Exceeds	47	53	50	6	30
Number of students tested	15	15	10	17	10
5. English Language Learner Students					
Meets/Exceeds	Masked		Masked	Masked	Masked
Exceeds	Masked		Masked	Masked	Masked
Number of students tested	1		1	3	1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	100	96	97	94
Exceeds	71	60	46	63	65
Number of students tested	72	65	118	68	86
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	Masked	82	Masked	Masked
Exceeds	Masked	Masked	0	Masked	Masked
Number of students tested	5	1	17	1	2
2. African American Students					
Meets/Exceeds	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	2	1			2
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	88	Masked	
Exceeds	Masked	Masked	0	Masked	
Number of students tested	4	2	17	1	
4. Special Education Students					
Meets/Exceeds	90	Masked	80	85	81
Exceeds	50	Masked	25	31	44
Number of students tested	10	9	20	13	16
5. English Language Learner Students					
Meets/Exceeds	Masked	Masked	88	Masked	Masked
Exceeds	Masked	Masked	0	Masked	Masked
Number of students tested	1	1	17	3	1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	100	100	88	94	95
Exceeds	65	61	52	57	58
Number of students tested	71	64	118	69	86
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	Masked	53	Masked	Masked
Exceeds	Masked	Masked	6	Masked	Masked
Number of students tested	4	1	17	1	2
2. African American Students					
Meets/Exceeds	Masked	Masked			Masked
Exceeds	Masked	Masked			Masked
Number of students tested	2	1			2
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	Masked	59	Masked	
Exceeds	Masked	Masked	6	Masked	
Number of students tested	4	2	17	1	
4. Special Education Students					
Meets/Exceeds	100	Masked	65	77	81
Exceeds	40	Masked	30	38	31
Number of students tested	10	8	20	13	16
5. English Language Learner Students					
Meets/Exceeds		Masked	59	Masked	Masked
Exceeds		Masked	12	Masked	Masked
Number of students tested		1	17	3	1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES:					

Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5   Test: ISAT

Edition/Publication Year: 1999   Publisher: Pearson

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	96	96	99	100
Exceeds	68	49	60	69	46
Number of students tested	68	114	73	86	77
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	78	Masked	Masked	
Exceeds	Masked	6	Masked	Masked	
Number of students tested	2	18	8	2	
2. African American Students					
Meets/Exceeds	Masked		Masked	Masked	
Exceeds	Masked		Masked	Masked	
Number of students tested	2		1	2	
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	78	Masked		Masked
Exceeds	Masked	6	Masked		Masked
Number of students tested	2	18	4		1
4. Special Education Students					
Meets/Exceeds	Masked	95	Masked	93	100
Exceeds	Masked	20	Masked	53	20
Number of students tested	4	20	8	15	10
5. English Language Learner Students					
Meets/Exceeds		70	Masked	Masked	Masked
Exceeds		0	Masked	Masked	Masked
Number of students tested		10	1	2	1
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					

NOTES:
Masked indicates data were not made public because fewer than 10 students were tested.
The minimum of reporting subgroup is 10.

13IL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5   Test: ISAT

Edition/Publication Year: 1999   Publisher: Person

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets/Exceeds	99	91	96	92	99
Exceeds	74	56	70	70	54
Number of students tested	68	114	73	86	76
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds	Masked	67	Masked	Masked	
Exceeds	Masked	11	Masked	Masked	
Number of students tested	2	18	8	2	
2. African American Students					
Meets/Exceeds	Masked		Masked	Masked	
Exceeds	Masked		Masked	Masked	
Number of students tested	2		1	2	
3. Hispanic or Latino Students					
Meets/Exceeds	Masked	72	Masked		Masked
Exceeds	Masked	17	Masked		Masked
Number of students tested	2	18	4		1
4. Special Education Students					
Meets/Exceeds	Masked	80	Masked	80	90
Exceeds	Masked	30	Masked	60	50
Number of students tested	4	20	8	15	10
5. English Language Learner Students					
Meets/Exceeds		50	Masked	Masked	
Exceeds		0	Masked	Masked	
Number of students tested		10	1	2	
6.					
Meets/Exceeds					
Exceeds					
Number of students tested					
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10.					

13IL6